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ABSTRACT

This transcript and guide of a two-cassette course is designed to assist Hispanic immigrants erase their foreign accents. The course is appropriate for either individual or group study. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The author's own system of pronunciation symbols is used. (MSE)

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JACK CATRAN

HOW TO SPEAK ENGLISH WITHOUT A FOREIGN ACCENT

A Henry Higgins Production

This is not another book on "English for the Foreign Born" or "English as a Second Language
IT IS
AN INTENSIVE COURSE IN ACCENT ERASURE

A powerful and effective audio-visual tool designed to be used by those Millions of new Americans seeking to rid their speech of FOREIGN ACCENTS

HISPANIC EDITION

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Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me. I lift my lamp beside the golden door.

Emma Lazarus
The Statue of Liberty

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HOW TO SPEAK ENGLISH
WITHOUT A FOREIGN ACCENT

HISPANIC EDITION -- CASSETTE 1

INTRODUCTION

There is a wave of immigration sweeping into the United States today, promising to equal, if not surpass, the influx that took place between the turn of the century and World War I. Millions of people, seeking a new way of life, now call the United States their home. And there is no sign that the wave will abate, as conditions appear to worsen the world over.

Yet, during my extensive experience as a specialist in dialect and accent erasure, I have sought vainly for a book or teaching aid specifically designed to help my Hispanic students eliminate their foreign accents. To be sure, there is a vast library of source material covering such subjects as English for the foreign born, English as a second language, and numerous dictionaries of American idioms,

but none, to my knowledge, have attacked or even approached, the problem of dialect erasure.

This book is a pioneer attempt to alleviate that problem. It is written in simple English, and cast in the second person singular. Because it is aimed not only at teachers, but also directly at you, the new American, the text carefully steers clear of the phonetic symbols and "scientific" jargon of the field of linguistics. And since no two ex-natives of different Hispanic countries speak English in the same way, the approach remains of necessity general.

The pronounciation symbols are my own, and anyone can understand them after a short period of orientation. One problem remains: a sprinkling of American-English sounds do not exist in a number of foreign languages. For example, the UH sound in the words "under", "mother", and "love" is unknown to the Spanish tongue. For this reason, it becomes necessary for you with Spanish accents to <u>hear</u>, and learn to mimic, the UH sound; the inflection, color, and sounds of American-English must be <u>heard</u> by those with foreign accents before they can learn to repeat and eventually adopt those characteristics in their everyday speech. The cassettes that accompany the book effectively solve that problem.

The cassettes can be used in workshops, speech clinics, and, of course,

by you new Americans in the privacy of your own homes. To get the most out of the material, two cassette recorders should be used, one for playing the course cassettes, the other to be used by you to compare your own speech patterns with the demonstration material.

For maximum progress, there can be no substitute for total immersion by you students in American English. In addition to listening to the cassettes, while driving an automobile your radio should be on as much as possible, preferably tuned to programs that feature talk. The same practice should be engaged in at home when viewing television; while, admittedly, you may have to suffer through much idle chatter and inferior program content, we must keep in mind that to obtain our goal with optimum speed, the medium (speech, in this case) should always be considered more important than the message.

There are subtleties in American English too difficult to communicate in a book. Few Americans, for example, pronounce the word "the" correctly as THEE. "To" is rarely pronounced correctly as TOO. Rather, for "he went to see the man", Americans tend to say HEE WENT TUH SEE THUH MAN. Because you new Americans conscientiously tend to concentrate your efforts on pronouncing each word in a sentence correctly, it is difficult for you, at the beginning, to adopt the American habit of stringing words together without unnaturally

stressing such words as "the" and "to". Where appropriate, and if there is no risk of confusing you, the text and cassettes will clearly present both the stressed and unstressed forms of this class of word.

What is American English? The United States used to be a country made up of many regional dialects; Boston, New York, Midwest, etc. With the advent of radio, television, and high-speed air travel, those localisms are rapidly disappearing. The American English used as a standard in this course hews as closely as possible to the English spoken by network radio and television announcers. The language is dynamic and flexible, and changes daily. I am confident that the yardstick used in the course will serve you as an effective working model in your quest for mastery of the language.

One final note: The ultimate purpose of the course is to attempt to offer a humble contribution to the noble process of integration that so typifies the cultural history of the United States. The people of the United States are the product of the richest admixture of cultures the civilized world has ever known. If I can help you, new American, to meld into, and further enrich, our heritage, then we are all on our way toward attaining the growth and maturity so desperately required by the world, especially this world of today which is so in need of world citizens.

Jack Catran

* * * * * * *

It would have been easy to thicken this book, and lengthen the accompanying cassette, by padding it with high-sounding phrases stressing the importance to your career and social life of learning to use your vocal instrument to speak American English authoritatively, pleasantly, and correctly. I could have gone on about the need to motivate yourself to spend hours and hours practicing voice production and accent-free speech. In addition, I could have wasted your valuable time discussing the elements of speech production; respiration, phonation, resonance, and articulation; how the airstream is delivered from your lungs through the trachea to your larynx; how the process of articulation works; how language and verbal behavior evolved; etcetera.

But I deliberately avoided that approach. Instead, I shall immediately proceed to teach you how to self-moniter and self-correct your Spanish accent by working with the printed material and the taped demonstrations. I have little

doubt that if you set aside the time required for frequent practice periods you will gradually acquire a mastery of the phonetic repertoire of American-English sounds -- the vowels, consonants, and the diphthongs -- along with the inflection and color of the language, in your reading, and, more important, in your everyday, spontaneous speech.

Aside from urging you to use two tape recorders -- one for listening to the demo tapes, the other for recording your own speech -- I can think of no other procedures for you to follow as you progress through the course, reading the lessons to follow and listening to the demo tape.

THE PRONOUNCIATION SYMBOLS USED IN THIS COURSE

For our purpose, the English alphabet of 26 letters shall represent roughly 50 classes of sound. The six vowels, a - e - i - o - u - y, alone, or in combination, represent 20 vowel and diphthong sounds. The twenty consonants, alone, or in combination, represent 30 sounds.

Note: The symbols below were designed to serve as the alphabet and language of this course. It is important that you take the time to memorize the sound of each one before moving on to the lessons ahead.

VOWELS

Symbol	Sample Word
UH	under, alone
AH	father, hard
A	bad, master
AW	ball, cough
EE	he, feed
EH	get, letter
Å	care, chair
i	sit, middle
O	pot, proper
OO	food, moon
oo	look, good
yOO	unit, eulogize
AY(EH-EE)	take, later
I(AH-EE)	ice, might
OH(UH-OO)	bone, phone
Û(UH-EE)	earth, turban
OW(AH-OO)	out, mouse
Oi(AW-EE)	oil, coin
Aee(A-EE)	thank, dangle

The SCHWA (pronounced SHVA), symbolized

as ə, represents the unstressed sound found in the 2nd syllable of "China", "pencil". Also found in the unstressed "er" of "teacher" and "paper".

CONSONANTS

Symbol	Sample Word
J	judge, gelatin
KW	quick, quite
NG	sing, rang
KSH	luxury
Y	yes, yours
KH	loch, ach
CH	church, cheese
R	rice, run
W	wing, woman
WH	while, when
M	mother, mine
N	never, nonsense
L	letter, lovely
H	hungry, honey

Symbol	Sample Word
G (v)	get, go
K (unv)	cut, cat
GZ (v)	exit, exert
KS (unv)	tax, excite
ZH (v)	azure
SH (unv)	she, shun
V (v)	vowel, vote
F (unv)	frank, fort
TH (v)	the, those
th (unv)	thin, through
D (v)	dim, done
T (unv)	tin, ton
B (v)	butter, bending
P (unv)	putter, pending
Z (v)	zeal, zone
S (unv)	seal, sewn

(v) = voiced

(unv) = unvoiced

Before I identify each of your trouble spots and show you how to correct them, I shall first point out a few of the common errors that may now be part of your everyday speech. The tendency to sharply enunciate each vowel in an English sentence appears to be a unique characteristic of your everyday speech, whether you come from Latin America or from Southern Castile in Spain. Even on those rare occasions where diphthongs occur in Spanish, as in Oi (AW-EE) and ÖW (AH-OO), you may find yourself splitting the diphthong and attacking each vowel sound separately.

You often separate two consonants coming together in a word by an UH, as in AWN-UH-TEEL (until). Sometimes you may drop the first consonant, as in PROH-LEHM (problem). When two consonant sounds come together between two words, as in "like that", you tend to drop the first one: LI-DAHT. These elisions will be analyzed in greater detail later.

The pitch-range of your speech is wider than the range of the pitch of English; at times, during emotional stress, Spanish could cover almost two octaves.

Syllabic emphasis on English words by Hispanic speakers is usually placed on the last syllable of words, except in certain two-syllable words ending with

S or N sounds, as in AW-FEES (office)or FAHL-KAWN (falcon). In the case of three-syllable words ending in S or N, you normally emphasize the next-to-the-last syllable, as in TAW-MAH-TAWS (tomatoes) or PAW-LOO-SHAWN)pollution).

In English, the meaning of a sentence can be changed by varying the word emphasis, as in "I went there," "I went there," or "I went there,". But here again your speech habits are at odds with the sounds of proper American English; by the time you finish this course, you will no longer be saying I WEHN DAR, if you mean otherwise.

GRAMMAR CHANGES

While your primary goal in this course is the eradication of your Spanish accent, it would not be amiss at this point to remind you of a few of the common syntax and grammatic errors committed by you new Americans from Spanish-speaking countries. Of course, if grammar is not your problem, simply skip this section and move onto the next. Examples of mixed-up verb tenses, dropped prepositions, and pronoun substitutions are demonstrated in the following sentences:

WHAT DID THE MAN DONE?
THE BED IS COVER WITH THE BLANKET.
THE LOVE RULE THE WORLD.
WHAT IS THOSE NOISE?
SHE DON'T BE GLAD TO SEE ME.
HE COME FROM THE NOWHERE.

The following listing of both vowels and consonants presents the outstanding problems in your pronunciation of English. The right-hand column displays the very heart of your pronunciation problems; the left-hand column the keys to the solution. You will be well on your way toward the mastery of English as soon as you develop the habit of using the left-hand examples in your spontaneous, everyday speech.

First you will have to listen to my taped demonstration of the American sound, then practice it yourself on your own recorder until you feel that you have come close to the correct pronunciation. At the risk of appearing as though I am oversimplifying, I must remind you that all of your vowel and consonant pronunciation problems are pointed out in the innocent-looking list to follow and the short, but intensive, tape that accompanies it.

VOWEL CHANGES

American English	Sample Words	Spanish Accent
UH	final	AH
	ago	
	banana	
	company	AW
	onion	
	money	

American English	Sample Words	Spanish Accent
UH	sofa among umbrella	AH & AW
EE	meet people please	EE
	Note: Here's an easy one for you, pronounced in English the same way you would pronounce it.	
EH	bet said friend	A
I	fight aisle while	I
	Note: Again, no difference between your pronunciation and English	
	CASSETTE 1 - SIDE B	
i	it busy women	EE
	Note: This is an example of one of the more common vowel distortions in the Spanish accent. Be careful here.	

American English	Sample Words	Spanish Accent
AY	fate they break	A as in "chair" "there" "hair"
	Note: In English, this sound is a diphthong, made up of the vowel sounds of EH-EE. Since you have a tendency to split diphthongs and pronounce each vowel distinctly, you reduce this sound to a simple EH, or, more accurately, an A.	
AH	arm bark father	AH
	Note: You have no trouble with this vowel sound, as you can see from the right-hand column.	
A	basket master has	AH
AW	caught ball halter	O as in "pot"

American English	Sample Word	Spanish Accent
O	not follow propaganda	AW
	Note: In the Spanish language "O"'s are pronounced AW. You must practice this English O (UH-OO) diligently in order to attain an authentic American flavor in your speech.	
OH	telephone most total	AW
AW	cough office foursome	AW
	Note: Another easy one for you.	
OO	food moon pool	oo as in "look"
oo	good full look	OO as in "moon"

American English	Sample Words	Spanish Accent
yOO	unit music Cuba	OO
	Note: Sometimes the sound of DJ precedes this vowel, when sounded by a Spanish speaker, as in DJOO, for "you".	
OW	cow thousands flower	OW
	Note: Once again, no difference here.	
Oi	oil embroider annoy	Oi
	Note: No difference	
Ə	work turban purpose	AW
	Ernest furnace Berlin	Ə A
Aee	bank dangle thanks	O

CONSONANT CHANGES

B

You have no trouble with the B sound when it is used initially, or finally. But medially - in the middle of a word - you usually sound it as BV, as in the word "trouble", which you tend to pronounce trAW-BVl. An exception to this habit may be found in words where the B follows an M, as in "lumber", or "humbug", pronounced by Spanish speakers as lAWmbAHr and hAWmbOg. When it precedes an l, as in "problem", never, never say prOH-l-EHm. Say PROBLə M.

G

When final g follows a consonant, it often disappears in your speech, as in rAWn, for "wrong" (rAWNG), or AH-l-AWn, for "along" (ə-lAW-NG).

H

This consonant should never be sounded KH, as in the German "ach". Avoid mispronouncing words as mEEs-KHAHp for "mishap" (MiS-HAP). Or AnEE-KHOW for "anyhow" (EHnEEHOW).

J

Please re-check the consonant pronunciation symbols for the correct English sound of J. Never to be sounded ZH, as in ZHÂrmAHn for "German" (JÛrmə n). Or KAWrAH-ZH for "courage" (KUHriJ).

K

Be careful to pronounce this sound when it occurs at the end of a word. Don't say LI-dAHt, for "like that" (LIK THAT).

M

Remember that it's M, not N. You tend to forget this distinction at times, as when you say, for example, SAWNtEEn for "something" (SUHMTHiNG). Or FrAWN for "from" (FROM).

N

Here, too, you reverse M and N. Never, never say EHMbvAHlAWp for "envelope" (EHnvEHlOHp). Or GrEEMbAHK for "green-back" (GrEENbAK).

Q

This consonant should be pronounced KW. Be careful to avoid placing an UH between the K and the W, as in K-UH-WEEK for "quick" (KWiK). Or K-UH-WEHs-SHAWn for "question" (KWEHsCHUHn). Fortunately, you commit this error only when the Q is at the beginning of a word, not in the middle, as in LAW-KWEH-SHAWs for "loquacious" (lOH-KWAY-SHəs).

R

The American R is a very special consonant, unique among the languages of the world. It is a difficult sound for many to master -- for others, it comes easily. You can conquer the R by listening

closely to the taped demonstration -- and practicing.

S

Your S is the same as the one in American English. But still you must be on guard because the English language is illogical; the letter is correctly pronounced Z in such words as EEZEE (easy), and REEZ ə n (reason), iZ (is), and WAHZ (was). Also, you must avoid adding the EH sound to initial S, especially when it follows a consonant in the preceding word, as in I LIK EHswEEmEEn "I like swimming" (I LIK SwimEENG). Or I WAHn EHspAHnEESH LEHsAWns "I want Spanish lessons" (I WAHnt SpAnish LEHsə nz).

T

Do not drop the T when it appears at the end of a word which is followed by another word starting with a consonant as you do in the phrase SEE DOW PlEEs for "sit down please" (sit dOWN plEEz), HEE PEEsh AY FAHs BAWl for "he pitched a fast ball" (HEE PiCHd ə FAst BAWl), or in the word SkrEEp for "script" (SKript).

CH and SH

Often reversed by you, as in TOO CHAWrt "too short" (TOO SHAWrt), or NAHSHOOrAHlEE for "naturally" (NACHOOr ə lEE).

V

Please refer to consonant B for a description of what also applies to V. Just as you substitute BV for B,

you also substitute BV for V, as in LAWBVEHr for "lover" (LUH-vər) and BVAH-kEH-SHAWn for "vacation" (VUH-KAY-SHəN). Watch for the V sound at the end of a word preceding a consonant, as in FI zEHnts, "five cents" (FIV SEHnts).

W

See consonant S for a description of the error you also commit with the W sound when it appears at the beginning of a word, as in EH-WHEHn "when" (WH-EHN) and EH-WHEHr "where" (WH-A-r).

X

This sound should be pronounced as indicated in the pronunciation symbol table, as KS or GS, never S alone, as in EH-S-klEHm "exclaim" (EHKS-klAYm) or EH-S-AH-meen "examine" (EH-GZ-A-min).

Z

Just as you should sometimes pronounce the letter S with the sound of Z, as in EEZEE (easy), you should never pronounce the letter Z with the sound of S. For example, "buzzard" should be pronounced BUH-Zərd, never BAW-SAHrd. Neither should "fuzz" sound like FAWs; the correct pronunciation is FUHz.

VOWEL PRACTICE

Locus - LOHkUHs
Money - MUHnEE
Vacation - V ə KAYSH ə n
Continue - K ə nt-in-yOO
Filibuster - FilibUHst ə r
Foodstuff - FOOdstUHf
Homeland - HOHmlAnd
Company - KUHmp ə nEE
Country - KUHntrEE
Ernest - Urn ə st
President - PrEHzidEHnt
Plan - PlAn
Irritate - iritAYt
Paradise - PArUHdIz
Falter - FAWlt ə r
Onion - UHny ə n
Fulcrum - FoolkrUHm
Command - K ə mAnd
Notary - NOHt ə rEE
Factory - FAktAWrEE
Canary - C ə nArEE

CONSONANT PRACTICE

What's the problem?
It's only five cents
The German army
Along the river
I asked them
A tragic mishap
Anywhere and anyhow
Sit down please
Let's choose a shirt
Why worry?
The zebra in the zoo

Something like that
From Spain
The envelope is sealed
One last question
The reason is
Easy does it
I love Spanish
The last surprise
I love vacations
An expert examiner
My shirt is short

Now that we are aware of our trouble spots, let us begin to apply what we've learned. After a few practice sessions, you will learn to imitate the correct sounds of the following text, slowly, but correctly. Your next step toward success will come when you begin to self-monitor and self-correct your spontaneous speech in your daily interrelationships with other English speakers.

After a period of time -- which varies with different students -- you will arrive at your final goal: the automatic, self-correcting production of standard American English, as you automatically (without seeming effort) monitor and self-correct your everyday speech.

Please read each of the following sentences aloud, one at a time, after listening carefully to the tape demonstration. Stop the tape after each sentence, then read the same sentence into your own tape recorder. Keep comparing the two, and re-reading your own until

you are satisfied with your performance. Later, repeat the demo recitations, this time without reading. When you have attained a fair degree of fidelity, memorize and recite some of the sentences to your family and friends. You will be pleasantly surprised at their response, which should further reinforce your new habits of speech. Remember, we must be patient and allow time to pass. Eventually you will find your new habits spreading to formerly-unfamiliar words.

A as in "hat", "man"

The dancing master ran to Mack's stand for a ham sandwich.

The bad man sat on my black hat, so I grabbed his tan cap and ran.

ɵ as in "earth", "bird"

turn	word	merchant	surf
turk	turkey	shirt	first

The purple turban was purchased by a Persian merchant for thirty pearls.

UH as in "up", "love"

utter	nut	funny	honey
under	supper	Hungary	lucky

The sun comes up like thunder once a month in canyon country.

O as in "top", "poppa"

Constant propaganda props me up.

OH as in "slow", "post"

Please proceed slowly. There are many bones on the road.

EE as in "feet", "complete"

We gleaned wheat for three weeks in these green fields.

He seems pleased and eager to meet these real people.

i as in "sit", "pretty"

Jump in quickly and sit still while I give you a lift to Madrid.

MORE SENTENCES

Onions can be dug under the umbrella.

His fillings are fixed.

It is not easy to fix a quick mixture.

I love mother.

The fabric is a national passion.

I believe each scene reeks of people.

Let's bet very much.

The hotel on the hill houses half a hundred hungry Hispanics.

For breakfast he spread jelly and cheddar cheese on bread, fed Jerry, and then went to bed again.

Waiter! Take away this pastry; it's stale. You may change it for a plate of plain date cake.

Lewis missed his tutor at school because his tooth was loose.

The following recitation was taken from a pamphlet written by Thomas Paine, American revolutionary patriot. It was written to bolster the morale of the American revolutionists, whose fortunes were waning in 1776. Try memorizing this excerpt from Paine's stirring words, even a sentence or two at a time. Then repeat it into your tape recorder and compare it with the demo.

THESE ARE THE TIMES THAT TRY MEN'S SOULS. THE SUMMER SOLDIER AND THE SUN-SHINE PATRIOT WILL, IN THIS CRISIS, SHRINK FROM THE SERVICE OF THEIR COUN-TRY, BUT HE WHO STANDS IT NOW DESERVES THE LOVE AND THANKS OF MAN AND WOMAN. UP AND HELP US! LAY YOUR SHOULDER TO THE WHEEL! BETTER TOO MUCH FORCE THAN TOO LITTLE.

Check the underlined letters in Thomas Paine's recitation for the differences between CH and SH. Listen to the cassette again for clarification on this.

Listen to your tape for the

pronunciation of the words "men's souls" in the first sentence; did you mistakenly add the sound of EH to the beginning of "soul" as in MENS EH-S-UH-LS? In the second sentence, did you say K-AW-NTREE for K-UH-NTREE, and L-AW-V for L-UH-V? Did you substitute M-AW-SH for M-UH-CH in the last sentence? Record the excerpt again and note the improvement.

Let us review the vowel sounds of American English once again, this time in more detail.

UH	double	does	above
AH	onward	quality	almond
A	casual	character	can't
AW	water	talk	pause
EE	Caesar	penalize	deceive
EH	leopard	Thames	element
A	prepare	where	flair
i	business	minute	women
O	positive	logical	honest
OO	Andrew	Sioux	voodoo
oo	goodlooks	woof	hoof
yOO	stupid	future	Europe
AY(EH-EE)	amiable	Wayne	painful
I(AH-EE)	Mayan	Carlisle	diameter
OH(UH-OO	yeoman	though	flown
(UH-EE)	heard	shirt	myrtle

OW(AH-OO)	profound Faust pronoun
Oi(AW-EE)	Detroit boisterous thyroid
Aee(A-EE)	spangled thankful hankering

And now, a few troublesome consonants.

H	mishap ahoy human
Y	Yale yellow yesterday
J	January blackjack engine
R	rhubarb yearly rural
th	thimble method theme
TH	breathe worthy clothe
Z	exert absurd houses
S	muscle scent exhibit
ZH	seizure rouge treasure
SH	Charlotte sugar machine
KS	extent excellent experience
GZ	exhilaration example existensial
CH	chinchilla Chinese nature
SH	bashful Oshkosh Shenandoah

YOU

ARE NOW READY

FOR

CASSETTE #2

CASSETTE 2

VOWEL DIFFERENTATION

The i sound of American English could be quite difficult for speakers of Spanish, who tend to pronounce it as EE. And conversely, EE is often mispronounced as i. In order to learn to sharply differentiate between the two, it is important that you repeat the following word-pairs,and the sentences that follow,after me, carefully comparing your pronunciation with mine. I shall provide a silent space between each recitation so that you can repeat and compare.

team	Tim	sheen	shin
Jean	gin	bleep	blip
ease	is	each	itch
reek	Rick	teal	till
ream	rim	seal	sill
cheat	chit	heed	hid
leave	live	feet	fit
eel	ill	eat	it
peach	pitch	beat	bit
meat	knit	seat	sit

Tim's team eked out a slim victory.

Jean keeps her gin in Pete Smith's bin.

Peter eases his itch with Gleason's pills.

Rick's kitchen reeks with inedible leeks.

We can fix each tire by reaming the rim.

Would it be cheating if I treated the chit cheaply?

I intend to begin living when I leave this evening.

Never eat an ill eel.

Peter imbibed a pitcher of peach juice.

Imogene's knitting is easily the neatest in the institute.

See the sheen on Chip's oiled shins.

The bleeps will be indicated by instant blips on the video screen.

Beatrice wheezes with discomfort each time her skin itches.

The green-winged teal drifted on the river till feeding time.

The window sill was sealed with wheat filler.

Please heed his bid to remain hidden.

Be sure that shoe fits your feet.

It remains to be seen if the beans will be eaten.

Fields was beaten bit by bit by Reese's skillful hitting.

Phillip would not sit in the cheaper seats.

The following vowel differentiation exercise will cure your tendency to confuse OO with oo.

look	Luke	wood	wooed
full	fool	could	cooed
pull	pool	bull	Boole
soot	suit	hood	who'd
should	shoe'd	cookie	kooky

Look Luke! Don't put your foot in the woman's boot.

The rueful fools drank their full of the good soup.

Let's pull the crooked poodle out of the nudist's pool.

Buddhists should shoe their pussy-footed hooves in the Yankee Doodle room.

Junior wooed six-foot Louise in the bramblewood bush.

The Chinook woman could coo like a furious pullet.

Luther claimed that Boole's law was full of bull.

Tootsie Bloomberg was the hood who'd concluded that his couscous was cooked.

Kooky kangaroo cookies crumble crudely.

The phrases to follow are clearly absurd and nonsensical. Repeat after me, line for line:

BE OBLONG, BE BLOATED, BE BLASÉ.

BE TASTELESS, BE RUDE, BE MULTITUDINOUS.

LIVE IN A SWAMP AND BE THREE-DIMENSIONAL.

GO INTO A COFFEEROOM CLOSET AND SUCK EGGS.

Now let us practice differentiating between OH and UH. Repeat these sentences after me:

Moribund gophers wear baroque cummerbunds.

Leopold, the honey-tongued saxaphonist, chuffed like a baritone houseboat horn.

Will the folks in the back of the room please focus their eyes on Moses?

BE CAREFUL OF THE PRONUNCIATION OF "FOLKS" AND "FOCUS". IT IS EASY TO SLIP AN UH IN THERE, AND THAT COULD BE EMBARRASSING.

* * * * * *

If you have been carefully monitoring yourself up to this point in the course, your spontaneous speech, as well as your studied readings, should be showing a vast improvement. If not, I would suggest that you stop at this point and review. Do not proceed until

you sound almost letter-perfect to your ear, then continue to move forward by repeating the immortal words of Abraham Lincoln's Gettysburg Address after me, piece-by-piece. I shall recite it through once, then piece-by-piece for you to repeat. After three or four recitations, please do your best to memorize the entire speech. It is not as difficult as it may appear.

The Gettysburg Address was delivered by Abraham Lincoln on November 19, 1863, at the dedication of the national cemetery on the Civil War battlefield of Gettysburg, Pennsylvania.

FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS BROUGHT FORTH ON THIS CONTINENT, A NEW NATION, CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION THAT ALL MEN ARE CREATED EQUAL. NOW WE ARE ENGAGED IN A GREAT CIVIL WAR, TESTING WHETHER THAT NATION OR ANY NATION SO CONCEIVED AND SO DEDICATED, CAN LONG ENDURE. WE ARE MET ON A GREAT BATTLE-FIELD OF THAT WAR. WE HAVE COME TO DEDICATE A PORTION OF THAT FIELD, AS A FINAL RESTING PLACE FOR THOSE WHO HERE GAVE THEIR LIVES THAT THAT NATION MIGHT LIVE. IT IS ALTOGETHER FITTING AND PROPER THAT WE SHOULD DO THIS. BUT, IN A LARGER SENSE, WE CAN NOT DEDICATE - WE CAN NOT CONSECRATE - WE CAN NOT HALLOW - THIS GROUND. THE BRAVE MEN, LIVING AND DEAD, WHO STRUGGLED HERE, HAVE CONSECRATED IT,

FAR ABOVE OUR POOR POWER TO ADD OR DETRACT. THE WORLD WILL LITTLE NOTE, NOR LONG REMEMBER WHAT WE SAY HERE, BUT IT CAN NEVER FORGET WHAT THEY DID HERE. IT IS FOR US THE LIVING, RATHER, TO BE DEDICATED HERE TO THE UNFINISHED WORK WHICH THEY WHO FOUGHT HERE HAVE THUS FAR SO NOBLY ADVANCED. IT IS RATHER FOR US TO BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US -- THAT FROM THESE HONORED DEAD WE TAKE INCREASED DEVOTION TO THAT CAUSE FOR WHICH THEY GAVE THE LAST FULL MEASURE OF DEVOTION -- THAT WE HERE HIGHLY RESOLVE THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN -- THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF FREEDOM -- AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.

Now, I want you to listen to, and repeat, each segment of the speech after me. Note that I shall lay special stress on the possible problem areas as underlined in the text. Do not move on until you have thoroughly practiced each segment. Then recite the whole address from memory until you are satisfied.

SEGMENT 1: FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS BROUGHT FORTH ON THIS CONTINENT, A NEW NATION, CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION THAT ALL MEN ARE CREATED EQUAL. NOW WE ARE ENGAGED IN A GREAT CIVIL WAR, TESTING WHETHER THAT NATION OR ANY

NATION SO CONCEIVED AND SO DEDICATED CAN LONG ENDURE. WE ARE MET ON A GREAT BATTLE-FIELD OF THAT WAR.

SEGMENT 2: WE HAVE COME TO DEDICATE A PORTION OF THAT FIELD, AS A FINAL RESTING PLACE FOR THOSE WHO HERE GAVE THEIR LIVES THAT THAT NATION MIGHT LIVE. IT IS ALTOGETHER FITTING AND PROPER THAT WE SHOULD DO THIS. BUT, IN A LARGER SENSE, WE CAN NOT DEDICATE -- WE CAN NOT CONSECRATE -- WE CAN NOT HALLOW -- THIS GROUND.

SEGMENT 3: THE BRAVE MEN, LIVING AND DEAD, WHO STRUGGLED HERE, HAVE CONSECRATED IT, FAR ABOVE OUR POOR POWER TO ADD OR DETRACT. THE WORLD WILL LITTLE NOTE, NOR LONG REMEMBER WHAT WE SAY HERE, BUT IT CAN NEVER FORGET WHAT THEY DID HERE. IT IS FOR US THE LIVING, RATHER, TO BE DEDICATED HERE TO THE UNFINISHED WORK WHICH THEY WHO FOUGHT HERE HAVE THUS FAR SO NOBLY ADVANCED.

SEGMENT 4: IT IS RATHER FOR US TO BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US -- THAT FROM THESE HONORED DEAD WE TAKE INCREASED DEVOTION TO THAT CAUSE FOR WHICH THEY GAVE THE LAST FULL MEASURE OF DEVOTION -- THAT WE HERE HIGHLY RESOLVE THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN --

SEGMENT 5: -- THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF FREEDOM

-- AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.

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English spelling, as you must know by now, is one of the main reasons for your confusion in the production of speech sounds. Why? Many years ago, the Phoenicians devised a written alphabet that represented all of the sounds of their language. One symbol stood for one sound, and no other.

The Greeks modified the Phoenician alphabet to fit their own language. Then the Romans took it over, but failed to modify the Greek alphabet to represent Roman speech. When the Roman alphabet reached England, there was still more confusion added, with the written alphabet representing the sounds of speech even less than it did under the Roman. Up to the time of the invention of printing, there was a large degree of variation permitted in the spelling, but the widespread use of print finally standardized the spelling of words.

By this time, written English bore little relationship to the sounds of the language. Let us examine a small portion of the illogic that we have inherited today. For example: The sound of EE in "believe", "receive", "Phoebe", "amoeba", "aegis", "key", and in the word "quay" (pronounced KEE). Those words present a good example of a single sound, EE,

represented by a variety of spellings.

Another example is offered in the spelling of words ending in the letters o - u - g - h, as in "dough", "enough", "through", "cough", each sounded differently. How about the SH in "sure", "ocean", "station", "Charlotte"? Or the letters that are never sounded, as the b in "thumb", the p in "pneumonia", the g in "phlegm", the l in talk", the k in "knave", the t in "often", and all those e's in words such as "love", "make", "store", etc.?

I could go on and on with the homonyms - words that are spelled differently but pronounced the same -- for example: "bear" and "bare", and the words spelled the same but pronounced differently, as in "tear" (cry) and "tear" (rip), and "read" (present) and "read" (past).

Notice, also, the way the sound of the letter a changes in the following words: "bare", "large", "woman", "bat", "rage", and "fall". Look at the strange variation of s which sometimes sounds like S and other times Z, as in "easy" (z), "pass" (s), "bags" (z), "his" (z), "us" (s). But, do not despair. All of the illogic and inconsistencies of American English will become less confusing to you as you continue to speak and practice, and use the language in your daily business and social life.

We should, at this point, take one more look at the important sound of UH. As I said before, the most often-heard sound of American English is UH. Because

it does not exist in Spanish, it is particularly difficult for you to hear and pronounce. To add to the confusion, it is the sound of most unstressed vowels and many combinations of vowels and consonants; in this course that unstressed sound is represented by the schwa, or upside-down e, as you have learned at the beginning.

Here are some practice words containing that sound, contrasted with words that are often confused with it. Repeat each pair after me, in the silent space I have allowed. Compare your sound with mine, and keep practicing until perfect. Or as close to perfect as you can come.

cub	cob(AH)	mud	mod(O)
bus	boss(AW)	tut	tot(O)
gun	gone(AH)	sub	sob(AH)
won	wan(AH)	cup	cop(O)
		fun	fawn(AW)

The following is the UH sound as it appears in the initial, the medial, and the final position of a few words:

1st syllable	2nd syllable	3rd syllable
affair	able	medium
account	animal	develop
lunch	human	betrayal
supper	soften	Montana
again	ballad	example

* * * * * * * * *

The following combines a number of problem sounds. Re-play this portion at least three times, each time repeating after me. I have underlined your possible pitfalls . Then memorize the short piece and recite it out loud to yourself and others, until you (and, of course, they) are satisfied with your recitation.

WHEN I WAS(Z) YOUNG(UH), I PITIED(i) THE OLD. NOW OLD(OH), IT IS THE YOUNG I PITY(i).

IN HIS EIGHTY-EITHTH YEAR, DR. JUAN RAMIREZ IS(Z) EVEN MORE ENERGETIC AND VITAL THAN HE WAS AT 56, WHEN HE FIRST BEGAN TO ENRICH(i) MY LIFE.

HE CONTINUES(O) TO WRITE AND TEACH AND LECTURE. ALTHOUGH HE HAS LONG SINCE PASSED THE MANDATORY(A) RETIREMENT AGE FOR PROFESSORS AT THE COLLEGE OF MEDICINE AT THE UNIVERSITY, HE IS STILL THERE, STILL ACTIVE. SPECIAL DISPENSATIONS HAVE BEEN MADE FOR HIM, NEW TITLES INVENTED, LOOPHOLES FOUND. THE FACT(A) IS THAT HE IS INDISPENSABLE -- AN INSTITUTION WITHIN(i) AN INSTITUTION, WITHOUT WHICH IT WOULD BE DANGEROUSLY DIMINISHED.

SO HE TEARS ABOUT TOWN, MAKING DAILY VISITS TO THE CLINICS, AS HE HAS(A) DONE(UH) FOR OVER SIXTY YEARS; AND CONDUCTS(UH) HIS SEMINARS, THE MOST POPULAR(O) IN THE HISTORY OF THE UNIVERSITY.

HE RISES(Z) AT DAWN EACH MORNING AND GOES TO WORK ON WHICHEVER OF HIS TWO

BOOKS IN PROGRESS(O) STRIKES HIS FANCY. THE FIRST IS A COMPREHENSIVE(O) WORK ON PAVLOV, WITH WHOM HE WAS ONCE(UH) ASSOCIATED. THE SECOND, AN AUTOBIOGRAPHY. DURING THE PAST FOUR YEARS, HE HAS MADE THREE ROUND TRIPS TO EUROPE, AND IS(Z) PLANNING ANOTHER. HE CONSULTS REGULARLY WITH THE PSYCHIATRIC DIVISION OF THE COLLEGE(O) ON A LONG-RANGE PROJECT INVOLVING(O) THE INTERRELATIONSHIP BETWEEN PSYCHOLOGY AND PHYSIOLOGY. HE SERVES AS MENTOR AND INVALUABLE FRIEND TO A VARIETY OF INDIVIDUALS ALL OVER THE UNITED STATES.

HE IS(Z) A PERFECT EXAMPLE OF HIS OWN THEORIES ON THE SUBJECT(UH) OF AGE(J) AND AGING(J), LIFE AND DEATH.

I ONCE ASKED FOR HIS VIEWS ON DEATH.

"OH, I DON'T MIND THE IDEA AT ALL," HE REPLIED. "I'M QUITE RESIGNED(Z) TO DEATH, BUT -- BUT JUST NOT(O) TODAY!"

CASSETTE 2 - SIDE B

In order for you to sound convincingly like an American you have learned to mimic my pronunciation of American English. Up to this point we have concentrated mostly on the pronunciation of vowel sounds. Now we shall attempt to polish our speech even further.

The sound of T in American English is different than the Spanish T. So are the sounds of P, and D, and K, and G. The sounds of the American English R and L have little resemblance to the Spanish R and L. I want you to listen carefully,

from here on out, to those subtle nuances which make a difference. And I want you to stop periodically to practice those differences.

Now let's talk about reciprocal assimilation. Please don't let that term frighten you -- it simply refers to the tendency of those who speak English to reduce unstressed vowels to a barely audible schwa, or ə, sound. In Spanish you are taught to respect and enunciate each and every vowel; the reverse is true in English. As strange as it may sound, you will be better understood if you learn to overstress the accented vowels of words and reduce the remaining vowels to a schwa.

Some good examples of that are offered by the words "attempt" (əT-EHMPT) and "contain"(KəNT-AYN). If you carefully stressed each vowel in those words you would have said A-TEMPT and K-O-NTAYN, the pronunciation of which are correct, but decidedly not American English.

Reciprocal assimilation also affects consonants when they are influenced by neighboring sounds. All of this is natural, as your organs of speech tend to take the easiest route through a word, for the purpose of saving time and energy. Say PiKCHUHR rather than the precise PiK-TY-COR; N-AY-Ch-əR instead of N-AY-TY-COR; LiT-EHR - ə-CH-EHR rather than LiT-EHR-UH-TYOOR; EH-DJOO-KAYT instead of EHD-YOO-KAYT.

I must also emphasize that English is spoken in phrases rather than in words. And reciprocal assimilation occurs in those phrases as well as in individual words. Examples: DiDJ-UH G-OH? for "Did you go?"; D-OH-NCH-UH N-OH I K ə N SWiM? for "Don't you know I can swim?" To get a feel of how Americans speak English, please repeat after me:

This is a picture of nature in the raw.

I love Russian literature.

Did you go to the store yesterday?

Don't you realize that education is important?

If I'm moving too fast for you in the recitation of the rules of good American English, please stop to absorb and practice each rule before moving on to the next two rules which govern the music of American English sentences:

Rule 1 Most statements and commands in English end with a downward glide of the voice on the last accented syllable (not the last syllable, but the last accented syllable). This is known as Falling Intonation. Example: "The man is crazy." CRA is the last accented syllable. Note how the music of the sentence falls on the CRA.

Rule 2 Most statements indicating doubt or incompleteness -- especially questions - end with an upward glide of the voice on the last accented syllable. This is known as Rising Intonation. Example: "Is she

planning a trip?" TRIP is the last accented syllable. Note how the music of the sentence rises on TRIP.

It appears that everything you have learned in this course regarding precise pronunciation must now be forgotten in order to master the casual sounds of standard American speech. To fully understand that point, recite the following short phrases by blending the words together to form a single unit; in other words, recite each phrase as if it were a single word. While doing that, stress the underlined syllable strongly, so that the remaining vowels in the phrase fade away to almost complete obscurity.

A wonderful life (əW-UH-NDəFəLIF)

Did you locate it? (DiDyə-L-OHKAYT-iT?)

Think of something. (thEE-NK-əV-S-UH-M-thEENG)

Cash a check. (KASHə-CH-EH-K)

To kill a mockingbird. (TOO-KiLə MOKEENGBÛRD)

Repeat each of the following quotations after me, in the blank spaces I have provided. Let's try for speed this time. Note where I have laid the stresses in each quotation. You may choose to stress the quotations differently. If so, feel free to do so, and note that the intent and meaning may change with your interpretation.

All great truths begin as blasphemies.

He who has never hoped can never despair.

There are two tragedies in life. One is not to get your heart's desire. The other is to get it.

The greatest of evils and the worst of crimes is poverty.

It's all that the young can do for the old, to shock them and keep them up to date.

I believe in Michaelangelo, Valasquez, and Rembrandt; in the might of design, the mystery of color, the redemption of all things by Beauty everlasting, and the message of Art that has made these hands blessed.

Vague words such as "large", "small", "beautiful", and "ugly" contribute nothing to clear communication.

The significant milestones in humanity's progress were made by people who were different, who had the advantage of less education, or who lacked the respect for textbook authority that is part of the makeup of an "educated" person.

One disadvantage of education is that it molds an individual's behavior and attitude, and stultifies his ability to

to see a problem from any angle other than the way of the book.

Bridges weren't invented. A tree once fell across a stream after a lightning storm and it was discovered that one's feet didn't get wet when crossing the stream by way of the felled tree.

Man first built a rigid glider after watching the flight of birds for aeons. He then discovered, through a series of empirical tries called tests, that a propeller or airscrew, which was already in use on ships, would be easier to drive and more efficient than bird-like flapping wings.

A simple definition of efficiency: the most for the least or the most work for the least energy.

Probe into the technical nature of computers and micro-processors. Find out what they are about, as they will become socially important once we stop playing silly games with them. Like television, they are a perfect example of a technology presently utilized in socially harmful way.

Reflect on the works of anthropologists, whose concern is the evolution and behavior of groups of people and cultures; their customs, mores, lifestyles, and religions. Expose your children to this subject in their early, formative years.

Inquire into the teachings of Charles Darwin. Immerse yourself in the study of your relationship to all other life forms on this planet. Learn how we originated, how we developed, how the selection process works, and about the process of mutations.

There has never been a planned city in the history of our planet, but public interest in the field is increasing daily as the citizens of our decaying cities become more concerned with the future quality of their lives.

Total cities have to be designed in America, not by architects expressing their creativity on a building-by-building basis, but by city planners skilled in the design of man-machine systems.

A stroll through the city of tomorrow would take us through flora and parks where children will be seen playing. We would see cultural centers featuring large areas devoted to the arts and music, with people attending these attractions without payment or tickets of any kind. What would be startling to a person of today would be the sparse population and the strange silence over the city.

Since the planned cities of tomorrow will be radial, there will be radial conveyors to move people to and from the central core to the outer ring, and

circular conveyors to transport them around each ring. As the radial conveyors carry a person outward, he would pass over crystal clear lakes and streams, and through forests of flowers and dark greenery.

The new technology would startle today's person. Giant production centers, operated by a social integrator, will silently form and shape all the products required for human needs. Voice-actuated devices of all sorts will act as electronic slaves for all citizens. The new leisure will allow people to spend most of their time in education, travel, and adventure.

Symposiums on world affairs will be held at vast domed centers designed to house super-intelligent computers with three-dimensional displays. These control centers will be capable of making optimum decisions on billions of simultaneous events in fractions of a second.

Time has no respect for individuals or cultures. The bio-social forces that shape the future are lawful. The future, like the present, is the result of the primary forces of the space-time continuum.

It is happening. It is important that we be ready for it.

We talked about asssimilation. Now let's take a short look at dissimilation. If you remember, assimilation occurs when a sound becomes more like an adjacent sound. Dissimilation is the opposite; it occurs when a sound becomes less like an adjacent sound. A good example is to be found in the properly pronounced "February", where the first r tends to disappear in the speech of many Americans, who seem to favor the now-accepted FEB-yOO-EHREE instead.

Other examples are the correctly-sounded "government", a word in which the first n is dropped in favor of GUHVEHRMEHNT (also acceptable), and the approved SUHPRIZ, for the more tasteful sound of "surprise", in which the first r disappears.

But, LIBREHREE is still favored over LIBEHREE, a vulgar mispronunciation, as is SEHKREHTEHREE instead of the coarse SEHKEHTEHREE. Repeat the following after me. Just in case you get careless, I have underlined your former pitfalls, which by this time, you have learned to surmount:

WE WERE SURPRISED TO READ THAT, BEGINNING IN FEBRUARY, THE CITY GOVERNMENT WILL REQUIRE THAT ALL LIBRARIES PROVIDE THE SERVICES OF A PUBLIC SECRETARY FOR THEIR READERS.

If you feel that your rate of speech is a little fast, here is an exercise that should slow you down.

Read the folowing sentence at your

normal rate, but insert the number one between each word:

She (one) is (one) going (one) to (one) the (one) movies (one) today.

Now repeat the exercise, but this time do not recite the number one out loud, but "think" it. It may feel a bit frustrating, but if you tenaciously practice a few random sentences like these for an hour a day, you definitely will modify your old behavior patterns. It takes patience and work, but you will succeed in becoming a slower, more deliberate, speaker, with the added bonus of more authority in your voice.

If your speech rate is too slow, time yourself while reading the following sentence. Then read it again against the clock. Don't worry about a little bit of sloppiness. If at first it took you fifty seconds to read, see if you can achieve it in thirty-five seconds. This exercise should raise your awareness of the differences in speech rate. Here is a good paragraph for increasing your rate:

TO BECOME A "PERFECT" PERSON IT IS CURRENTLY THE FASHION TO GET IN TOUCH WITH YOUR FEELINGS. ALSO, IT IS IMPERATIVE THAT YOU SCREAM, ENCOUNTER, ROLF, MEDITATE, FOLLOW YOUR STARS, LET IT ALL HANG OUT, LAY BACK, AND DESENSITIZE YOURSELF. AND ON TOP OF IT ALL, YOU HAD BETTER KEEP UP WITH THE ENDLESS FLOW OF

HOW TO- BOOKS WITH TITLES SUCH AS HOW TO SOOTHE YOUR SHATTERED NERVES, HOW TO BE FREE IN AN UPTIGHT WORLD, AND HOW TO LET YOUR NEUROSIS WORK FOR YOU.

You have surely noticed by now that our readings have become more than mere word exercises. They deal now with ideas -- about science, technology, and the future. For the purpose of the course, whether you agree or not with the premise presented is not important. What is important to you is that you are learning to express ideas, forcibly and convincingly.

Here is a discussion on the scientific method which I want you to read into your tape recorder as if you were addressing a large audience. Then compare your recitation with mine. I will underline those portions which I feel should be emphasized.

THE SCIENTIFIC METHOD IS NO SECRET, WHEREVER IT IS APPLIED IT WILL WORK. THE SOVIET UNION AND THE CHINESE PEOPLE'S REPUBLIC ARE PROVING JUST AS CAPABLE OF USING SCIENCE AS WE IN THE WEST. WITH THE PROPER PERSONNEL AND RESEARCH FACILITIES, WHETHER THE EFFORTS ARE RUSSIAN, AMERICAN, AFRICAN, INDONESIAN, OR ANY OTHER, IT WILL PRODUCE RESULTS. THERE IS NO MAGIC FORMULA TO SCIENCE AND THERE ARE NO SECRETS BEING STOLEN BY THE RUSSIANS AND OTHER "BACKWARD" PEOPLES. WE LIKE TO THINK THAT SPIES AND TRAITORS ARE STEALING OUR

SECRETS, BUT THE KNOWLEDGE OF SCIENCE IS INTERNATIONAL AND THE TECHNIQUES TO PRODUCE SUPER-BOMBS IS KNOWN BY MANY NATIONS OF THE EARTH TODAY.

SCIENTISTS AND ENGINEERS IN THE SOVIET UNION AND THE CHINESE PEOPLE'S REPUBLIC ARE ATTAINING THE HIGH DEGREE OF SOCIAL RECOGNITION AND INCOME THAT IN AMERICA IS GIVEN TO ACTORS, POLITICIANS, AND BUSINESS PEOPLE. THERE IS ALSO IN AMERICA AN ANTI-INTELLECTUALISM THAT GENERATES CONTEMPT FOR SCIENTISTS. MOST SCIENTISTS BECOME CAPTIVE TO SOME PRIVATE COMPANY SO THAT THEY CAN BE EXPLOITED TO DESIGN PRODUCTS OF OBSOLESCENCE AT THE HIGHEST PROFIT RATE POSSIBLE. IF THEY ARE NOT CAPTURED BY A PRIVATE CORPORATION, THEY ARE MADE SUBJECT TO INVESTIGATIONS, LOYALTY OATHS, AND QUESTIONS REGARDING THEIR LIFESTYLE AND PHILOSOPHY. THE LABORATORIES OF GIANT MULTICORPORATIONS ARE WELL-EQUIPPED; INDEPENDENT RESEARCHERS COULD NEVER POSSIBLY AFFORD THE FUNDS AND THE FACILITIES TO DO RESEARCH AS IN THE CAPTIVE MODE.

RESPECT FOR SCIENCE BY THE YOUNGER GENERATION IS RAPIDLY DIMINISHED BY THE DISTORTED VIEW OF SCIENTISTS PRESENTED IN HOLLYWOOD MOVIES, TV, AND THE SCIENCE FICTION LITERATURE WHICH IS ALL FICTION AND LITTLE SCIENCE. IN THE MOVIES SCIENTISTS SPEND MOST OF THEIR TIME IN LABS RUBBING THEIR HANDS AND STARING WITH BULGING EYEBALLS, SURROUNDED BY ELECTRONIC GADGETS, FROM HIGH-VOLTAGE CONDENSERS DISCHARGING

STATIC SPARKS TO COMPUTER READ-OUTS AND MAKING "FUTURISTIC" NOISE.

MOST LAY PEOPLE HAVE ONLY A HAZY NOTION OF WHAT RESEARCH SCIENTISTS DO. SCIENTISTS ARE OFTEN SOCIAL, EVEN GREGARIOUS, BEINGS. THE WORLD OF SCIENCE IS A PLACE OF INTELLIGENCE AND AMBITION, OF PEOPLE WHO WANT TO DO WELL AT THEIR WORK AND BE RESPECTED BY THEIR PEERS FOR IT. IN THAT RESPECT, THEY ARE MUCH LIKE THE REST OF US. BUT THE STAKES IN SCIENTIFIC RESEARCH ARE HIGH, AND THE REWARDS CAN BE GREATER. AND IN A WORLD OF JOB DISSATISFACTION, THEY APPEAR TO ENJOY THEIR WORK, WHERE THEY ARE USUALLY ENGAGED IN THE HUMDRUM WORK OF CHECKING, MEASURING, AND ACQUIRING INFORMATION RELATED TO THE QUANTITIES AND QUALITIES OF PHENOMENA.

IN CHEMISTRY, MUCH OF THE WORK IS ROTE IN PURIFYING MATERIALS, CHECKING SPECTRA, BREAKING DOWN CHEMICALS, SYNTHESIZING NEW ONES, DEDUCING MOLECULAR STRUCTURES, AND BLENDING SUBSTANCES INTO MIXTURES WITH SPECIAL PROPERTIES. IN ASTRONOMY, MOST OF IT INVOLVES SKY-MAPPING WITH THE USE OF OPTICAL AND RADIO TELESCOPES. PHYSICS IS A LOT OF TEDIOUS WORK, COLLECTING DATA RELATED TO SUBATOMIC PARTICLES AND NUCLEAR STURCTURES. GEOLOGISTS ARE CONSTANTLY ACCUMULATING DATA RELATED TO THE STRUCTURE, COMPOSITION, AND FOSSIL CONTENT OF ROCKS, AND AGE-DATING AND RECORDING GEOLOGICAL HISTORIES. THEY ARE ALSO INVOLVED IN THE STUDY OF METALS, MINERALS, AND FOSSIL FUEL DEPOSITS. AS DULL AS IT MAY

APPEAR, THIS IS THE STUFF FROM WHICH MOST SCIENTIFIC ACHIEVEMENT IS BORN.

Even is you don't agree with the premise, I want you to sound as if you do. It may take twenty tries until you have it right, but I want you to read and re-read that essay until you can deliver it cleanly, with conviction and power. You must learn to become personally involved with what you say, as well as how you say it.

After you have achieved that, I would like to extend my congratulations on your brilliant achievement in hurdling all the obstacles I have set in your path up to now.

Yes, "what is said" may be more important than "how it is said" -- that was the reason for assigning you the reading of the essay on scientific methods. But what is said always comes across more convincingly when it is skillfully communicated.

* * * *

Here are a few tongue-twisters, difficult even for the average American, so do not despair if you find them tough going at first. Stay with it until you get them right. I would suggest also that you memorize them -- they can be very impressive to your friends and, as you shall see, quite difficult even for native Americans to execute without a slip. The trick

is to concentrate on what you're saying, not on the mechanics of slick articulation.

SHE STOOD ON THE BALCONY INEXPLICABLY MIMICKING HIM HICCUPING AND AMICABLY WELCOMING HIM IN.

ARE YOU COPPER-BOTTOMING 'EM, MY MAN?
NO'M, I'M ALUMINIUMING (AL-yOO-MiNEE-əMEENG) 'EM, MUM.

THE SIXTH SHIEK'S SIXTH SHEEP'S SICK.

PETER PIPER PICKED A PECK OF PICKLED PEPPERS.

THEOPHILUS THISTLE, THE SUCCESSFUL THISTLE SIFTER, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST THREE THOUSAND THISTLES THROUGH THE THICK OF HIS THUMB. NOW, IF THEOPHILUS THISTLE, THE SUCCESSFUL THISTLE SIFTER, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST THREE THOUSAND THISTLES THROUGH THE THICK OF HIS THUMB, SEE THAT THOU, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST NOT THREE THOUSAND THISTLES THROUGH THE THICK OF THY THUMB.

"Theophilus" should be pronounced
thEE-O-FiLəS, not TEE-AW-FEEL-AWS.
"thistle" is th-i-SəL, not TEESəL.
thRUHST, not TRRAWS
thOWZəND, not TOWSAWN
thik, not TEEK

thUHM, not TAWM
THI, not D-O-EE

Please record those tongue-twisters on you own tape and compare them with mine.

* * * * * *

We have come to the end of the course. I want you to keep in mind that erasing your accent is a continuing process; you must assign at least an hour a day for practice. Now, as I bid you good-bye, I wish you the best of luck in your future undertakings.

Jack Catran

HOW TO SPEAK ENGLISH WITHOUT A FOREIGN ACCENT

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Jack Catran is a scientist with many years of experience. As a consultant to leading aerospace corporations, he participated in the Apollo program and other major U.S. space shots, where he specialized in the design of life support and man-machine systems. He has conducted extensive research on the use of computer-generated graphics in intelligence communication systems, automated teaching devices, and programmed learning. Language, phonics, and the science of verbal behavior has always interested him deeply. This book is a labor of love.

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